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ABSTRACT

High quality instructional supervision can be provided when educational objectives have been stated clearly and a strong staff development program has been instituted. The success of the staff development program used in the Newport News (Virginia) Public Schools is dependent on several prerequisites: the existence of clearly established district goals reflecting administrative and school board priorities; the continual review and renewal of curricula and curricular objectives; and the communication of expectations to students and teachers regarding these objectives. The staff development program features several days of training for every professional staff member (including administrators), observed practice in the classroom, and followup instructional conferences. The instructional skills emphasized include selecting correct objectives at a level of difficulty appropriate for the student, teaching to the objectives, monitoring learner progress and making adjustments, and correctly using the principles of learning. Building administrators are also trained to observe teachers at work and hold effective conferences providing ongoing feedback of a practical nature. This document is supplemented by copies of the teacher and administrator evaluation instruments used in the program, by graphs presenting program successes as revealed through test scores of fifth graders, and by an outline of the program. (PGD)

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STAFF SUPERVISION AND RENEWAL

Clinic E - Improving Instructional Management
AASA National Convention
New Orleans, LA

March 1, 1982

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Newport News Public Schools

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Clinic E - Improving Instructional Management

"STAFF SUPERVISION AND RENEWAL"

AASA National Convention

March 1, 1982

PRESENTED BY: DR. WILLIAM N. COX
ASSISTANT SUPERINTENDENT, INSTRUCTIONAL SERVICES
NEWPORT NEWS PUBLIC SCHOOLS
NEWPORT NEWS, VIRGINIA 23606

THESIS: QUALITY SUPERVISION OF INSTRUCTION CAN BE ACHIEVED ONLY THROUGH CLEAR STATEMENT OF CURRICULA OUTCOMES COUPLED WITH A STRONG STAFF DEVELOPMENT PROGRAM.

THE FOCUS OF THIS FORUM IS ON INSTRUCTIONAL SUPERVISION. IN OTHER WORDS, HOW CAN MORE EFFECTIVE INSTRUCTIONAL SUPERVISION BE PROVIDED IN A SCHOOL DISTRICT AND WHAT ARE THE IMPLICATIONS FOR THE SELECTION AND PROFESSIONAL DEVELOPMENT OF INSTRUCTIONAL SUPERVISORS (INCLUDING BUILDING ADMINISTRATORS)?

ACHIEVING HIGH QUALITY INSTRUCTIONAL SUPERVISION REQUIRES MORE THAN GIVING LIP SERVICE TO THE NEED AND MORE THAN A "ONE-SHOT" APPROACH TO STAFF DEVELOPMENT. RATHER, IT REQUIRES A LONG-TERM COMMITMENT THAT IS UNDERSTOOD BY THE ENTIRE PROFESSIONAL STAFF AS WELL AS CONSISTENT REINFORCEMENT OF THOSE EXPECTATIONS. MY DESIRE IN THIS PRESENTATION IS TO SHARE ONE APPROACH USED BY THE NEWPORT NEWS, VIRGINIA PUBLIC SCHOOLS WHICH HAS WORKED.

FOR PURPOSES OF THIS PRESENTATION, LET US ASSUME THAT SEVERAL PREREQUISITES HAVE BEEN MET. WITHOUT THESE PREREQUISITES, QUALITY SUPERVISION AND PROFESSIONAL DEVELOPMENT WOULD BE

MEANINGLESS EXERCISES IN FUTILITY. IF THESE PREREQUISITES ARE MISSING, THEN THE GREATER NEED IS TO PUT THEM IN PLACE BEFORE ATTEMPTING TO IMPROVE THE TECHNIQUES OF SUPERVISION OR PLANNING FOR PROFESSIONAL DEVELOPMENT. WHAT THEN ARE THESE PREREQUISITES?

PREREQUISITE #1 - INSTRUCTIONAL GOALS OF THE SCHOOL SYSTEM MUST BE CLEARLY ESTABLISHED AND MUST REFLECT THE PRIORITIES OF THE SUPERINTENDENT AND BOARD. THESE PRIORITIES WILL INSURE THAT, WHEN RESOURCES BECOME MORE SCARCE, INSTRUCTIONAL GOALS WILL BE ADEQUATELY PROVIDED FOR.

PREREQUISITE #2 - THE EXISTING CURRICULA MUST HAVE BEEN REVIEWED, ANALYZED, AND NEEDS MUST HAVE BEEN ESTABLISHED WHICH SERVE AS A BASIS FOR CURRICULUM REVISION OR DEVELOPMENT OF NEW CURRICULA. ONE USEFUL PROCEDURE FOR ESTABLISHING THE NEED FOR CURRICULUM REVISION IS THE USE OF "CURRICULUM MAPPING" DEVELOPED BY DR. FENWICK ENGLISH. THIS PROCEDURE ALLOWS FOR THE DISCOVERY OF DISCREPANCIES BETWEEN THE CURRICULUM IN THE CURRICULUM GUIDES AND THE "REAL" CURRICULUM, OR THAT WHICH IS TAUGHT BEHIND THE CLASSROOM DOOR. ONCE DONE, CURRICULUM COMMITTEES HAVE A GOOD BASE, ALONG WITH OTHER TRADITIONAL SOURCES, FROM WHICH TO OPERATE IN MAKING DECISIONS ABOUT WHICH AREAS TO REVISE AND WHERE TO INCLUDE NEW CURRICULUM. WHEN CURRICULUM OBJECTIVES HAVE BEEN CLEARLY

IDENTIFIED, MONITORING PROCEDURES CAN BE ESTABLISHED WHICH WILL PROVIDE A READING, NOT ONLY OF HOW WELL STUDENTS ARE MASTERING THE OBJECTIVES, BUT HOW EFFECTIVE TEACHERS ARE IN TEACHING THEM. I MIGHT ADD THAT THIS IS WHERE INSTRUCTIONAL MANAGEMENT OFTEN BREAKS DOWN - BECAUSE OF AN ABSENCE OF A RELEVANT MONITORING SYSTEM BASED UPON THOSE OBJECTIVES TAUGHT.

PREREQUISITE #3 - EXPECTATIONS HAVE BEEN MADE CLEAR TO STUDENTS AND TEACHERS VIA THE CURRICULUM OBJECTIVES AS WELL AS TO THOSE WHO MUST SUPERVISE AND/OR EVALUATE THEM. IN SUMMARY, BEFORE ACCOUNTABILITY CAN BE ACHIEVED, EVERYONE INVOLVED IN THE PROCESS MUST KNOW SPECIFICALLY WHAT IS EXPECTED OF THEM. THUS, STUDENTS MUST KNOW WHAT THEY ARE EXPECTED TO LEARN; TEACHERS MUST KNOW WHAT THEY ARE EXPECTED TO TEACH; AND SUPERVISORS MUST KNOW WHAT EXPECTATIONS THEY MUST FULFILL.

ONCE THESE PREREQUISITES ARE IN PLACE, THE STAGE IS SET FOR RELEVANT STAFF DEVELOPMENT AND THE DEVELOPMENT OF SUPERVISORY PRACTICES AND TECHNIQUES WHICH ARE EFFICIENT AND EFFECTIVE IN TERMS OF THE GOALS OF THE SCHOOL DISTRICT AND IN TERMS OF INSTRUCTIONAL OBJECTIVES WHICH HAVE BEEN ESTABLISHED. ACROSS THE COUNTRY, MUCH IS BEING DONE TO HELP TEACHERS BECOME BETTER TEACHERS. I DO NOT WANT TO SUGGEST THAT THE NEWPORT NEWS SCHOOL SYSTEM IS THE ONLY

ONE WHICH HAS MET WITH SUCCESS IN THIS REGARD, BUT I DO WANT TO SHARE WITH YOU OUR APPROACH, WHICH IS SOMEWHAT UNIQUE IN THAT WE HAVE REQUIRED EVERY PROFESSIONAL STAFF MEMBER, WITH RELEASED TIME, TO GO THROUGH AN INTENSIVE TRAINING CYCLE WHICH INCLUDES 6 FULL DAYS OF INPUT PROVIDED BY OUR STAFF DEVELOPMENT PERSONNEL INTERSPERSED WITH 5 DAYS OF OBSERVED PRACTICE IN THE CLASSROOM, WITH FOLLOW-UP INSTRUCTIONAL CONFERENCES EACH TIME. THIS MANDATED TRAINING FOCUSES ON THE IDENTIFICATION, THE LABELING, AND THE APPLICATION OF INSTRUCTIONAL SKILLS WHICH ARE BASED ON THE RESEARCH OF DR. MADELINE HUNTER OF THE U.C.L.A. LABORATORY SCHOOL. THE STAFF DEVELOPMENT MODEL WE USE WAS ADAPTED FROM THAT USED BY THE LONG BEACH, CALIFORNIA SCHOOL SYSTEM UNDER THE LEADERSHIP OF MR. ERNIE STACHOWSKI. OUR MODEL CAME TO BE KNOWN AS THE "PROGRAM FOR EFFECTIVE TEACHING" (PET).

INCLUDED AMONG THE PROFESSIONAL STAFF MEMBERS REQUIRED TO PARTICIPATE IN A TRAINING CYCLE WERE ALL MEMBERS OF THE SUPERINTENDENT'S STAFF, ALL INSTRUCTIONAL SUPERVISORS, ALL PRINCIPALS AND ASSISTANT PRINCIPALS, AND ALL CERTIFICATED PERSONNEL. AS PREVIOUSLY MENTIONED, IN ADDITION TO THE OBJECTIVE OF IDENTIFYING USEFUL RESEARCH BASED INSTRUCTIONAL SKILLS WHICH COULD BE MANIPULATED BY THE TEACHER IN THE CLASSROOM, THERE WAS ALSO AN OBJECTIVE TO LABEL THOSE SKILLS SO THAT A COMMON LANGUAGE COULD BE USED BY BOTH TEACHER AND OBSERVER IN A CONFERENCE SETTING. THE SPECIFIC INSTRUCTIONAL SKILLS INCLUDED IN OUR PROGRAM FOR EFFECTIVE TEACHING REQUIRE THAT THE TEACHER, REGARDLESS OF CONTENT AREA, BE ABLE TO:

1. SELECT CORRECT OBJECTIVES AT THE RIGHT LEVEL OF DIFFICULTY FOR THE STUDENTS (i.e. ESTABLISH A TASK

THAT CHALLENGES THE LEARNER WITHOUT FRUSTRATING THE LEARNER).

2. TEACH TO THE OBJECTIVE (i.e. PROVIDE CLEAR, COMPLETE, ACCURATE INFORMATION THAT IS RELEVANT TO THE OBJECTIVE; ASKS QUESTIONS THAT ARE RELEVANT TO THE OBJECTIVE; PROVIDES PRACTICE ACTIVITIES THAT ARE RELEVANT TO THE OBJECTIVE; AND RESPONDS TO THE LEARNER'S EFFORTS IN TERMS OF THE LEARNING).
3. MONITOR THE PROGRESS OF THE LEARNER AND MAKE ADJUSTMENTS WHEN NECESSARY.
4. MAINTAIN THE LEARNER'S FOCUS ON THE LEARNING FROM THE BEGINNING OF THE LESSON TO THE END (i.e. SET, CLOSURE, USE OF TENSION, ETC.).
5. USE CONSTANTLY, WITHOUT ABUSING, THE PRINCIPLES OF LEARNING: MOTIVATION, REINFORCEMENT, RETENTION AND TRANSFER.

A FUNDAMENTAL TENET OF OUR PROGRAM IS THAT EFFECTIVE AND EFFICIENT INSTRUCTION IS MORE THAN HAPPENSTANCE. LIKEWISE, EFFECTIVE SUPERVISION OF INSTRUCTION IS MORE THAN HAPPENSTANCE. EFFECTIVE INSTRUCTIONAL SUPERVISION CAN BE PROVIDED ACROSS CONTENT LINES. TEACHERS WHO HAVE A CONSCIOUS AWARENESS OF SKILLS OVER WHICH THEY HAVE ABSOLUTE CONTROL AND WHICH THEY CAN MANIPULATE TO ACHIEVE A HIGHER PROBABILITY OF LEARNING SUCCESS FOR THEIR STUDENTS CAN BE SUCCESSFUL TEACHERS PROVIDED THEY APPLY THIS KNOWLEDGE JUDICIOUSLY IN THEIR DAILY INSTRUCTIONAL PRACTICES. THOSE PROVIDING SUPERVISION OF INSTRUCTION CAN BE INVALUABLE TO TEACHERS AS THEY STRIVE TO IMPROVE THEIR TEACHING PERFORMANCE.

MADELINE HUNTER HAS STATED THAT TWO BASIC GENERALIZATIONS GUIDED HER SEARCH TO MAKE SUCCESSFUL LEARNING PREDICTABLE AND SUCCESSFUL TEACHING EXPLAINABLE. THE FIRST GENERALIZATION IS RELATED TO THE INCREMENTAL NATURE OF LEARNING. THIS IS THE RECOGNITION THAT LEARNINGS ARE BUILT ONE ON THE OTHER WITH BASIC LEARNINGS SUPPORTING AND MAKING POSSIBLE MORE COMPLEX LEARNINGS. THUS IT IS IMPOSSIBLE FOR A LEARNER TO ACHIEVE A HIGHER ORDER LEARNING, WITHOUT ALSO HAVING ACHIEVED THE SUBORDINATE LEARNINGS WHICH SUPPORT IT.

THE SECOND GENERALIZATION HUNTER SPOKE OF IS RELATED TO THE FACTORS AFFECTING LEARNING WHICH ARE ACCEPTED AND VALIDATED AS BASIC PRINCIPLES BY VIRTUALLY ALL LEARNING THEORISTS. THESE FACTORS RESPOND TO INSTRUCTIONAL MANIPULATION AND AFFECT A STUDENT'S MOTIVATION TO LEARN, THE RATE AND DEGREE OF HIS LEARNING, HIS RETENTION OF THAT LEARNING, AND HIS ABILITY TO TRANSFER THAT LEARNING TO NEW SITUATIONS WHERE IT IS APPLICABLE.

HUNTER HOLDS THAT THESE GENERALIZATIONS CONSTITUTE INVARIENT PRINCIPLES WHICH ARE APPLICABLE TO ALL LEARNING SITUATIONS REGARDLESS OF CONTENT, THE LEARNER'S AGE, PREVIOUS EXPERIENCE, ETHNIC OR SOCIO-ECONOMIC DERIVATION.

THUS THE KNOWLEDGE, THE INTERNALIZATION, AND THE APPLICATION BY TEACHERS OF INSTRUCTIONAL SKILLS WHICH EMBODY THESE GENERALIZATIONS ARE OF PROFOUND IMPORTANCE IF CLASSROOM INSTRUCTION IS TO BE IMPROVED. GIVEN THIS KNOWLEDGE OF INSTRUCTIONAL SKILLS, THE TEACHER THEN HAS THE TASK OF TAKING THE CURRICULUM OBJECTIVES WHICH ARE INCLUDED IN CURRICULUM GUIDES AND ISOLATING FOR EACH OBJECTIVE "SMALL BITS" OF LEARNING WHICH CAN BE TAUGHT IN A

DAILY LESSON. THESE "SMALL BITS" BECOME THE OBJECTIVES WHICH TEACHERS SELECT FROM ON ANY GIVEN DAY.

ONCE TEACHERS HAVE A CLEAR KNOWLEDGE OF WHAT IS EXPECTED OF THEM, i.e. TEACH THE CURRICULUM AND TEACH IT EFFECTIVELY AND EFFICIENTLY BY USING SOUND INSTRUCTIONAL SKILLS IN THE CLASSROOM, SUPERVISION BECOMES ESSENTIAL. IT IS ESSENTIAL THAT TEACHERS HAVE A FEEDBACK SOURCE AS THEY APPLY AND SHARPEN THEIR INSTRUCTIONAL SKILLS. THE MODEL WE USE IS SIMILAR TO THAT OF CLINICAL SUPERVISION. PRINCIPALS AND ASSISTANT PRINCIPALS ARE REQUIRED TO COMPLETE THE SAME PROGRAM FOR EFFECTIVE TEACHING THAT TEACHERS COMPLETED. IN ADDITION, BUILDING ADMINISTRATORS ARE PROVIDED ADDITIONAL INSERVICE ON THE PROCESS OF OBSERVING AND CONFERENCING TEACHERS. THE ESSENTIAL COMPONENTS OF THAT PROCESS ARE:

1. OBSERVE THE LESSON AND RECORD THE LESSON ANECDOTALLY, BEING CAREFUL TO NOTE THE TEACHER BEHAVIOR AND STUDENT RESPONSE. WE ENCOURAGE NOTETAKING SO THAT EVERY EXCHANGE CAN BE RECORDED.
2. LABEL THE PARTS OF THE LESSON USING THE VOCABULARY OF PET (SET, CLOSURE, TEACH TO OBJECTIVE, MONITOR AND ADJUST, ACTIVITIES, OVERT/COVERT BEHAVIOR, RESPONSE TO THE EFFORTS OF THE LEARNER, TRANSFER, RETENTION, REINFORCEMENT, MOTIVATION, ETC.)
3. ANALYZE THE ANECDOTAL RECORD FOR STRENGTHS AND WEAKNESSES IN THE TEACHING ACT.
4. PRIORITIZE STRENGTHS AND WEAKNESSES FOR THE CONFERENCE.
5. PLAN THE CONFERENCE. PLAN YOUR OBJECTIVE(S) AND YOUR STRATEGIES.

6. CONDUCT THE CONFERENCE. DO SO AS IF YOU ARE TEACHING A LESSON. INVOLVE THE TEACHER IN THE ANALYSIS OF THE LESSON.

7. FOLLOW-UP. AT THE CLOSE OF THE CONFERENCE, CLEARLY ESTABLISH THE AREA(S) IN WHICH THE TEACHER SHOULD STRIVE FOR GROWTH. SET A REASONABLE TIME TO ALLOW FOR PRACTICE AND THEN FOLLOW UP WITH ANOTHER OBSERVATION AND CONFERENCE.

THIS PROCEDURE ENABLES THE TEACHER TO GET ON-GOING FEEDBACK WHICH IS RELEVANT TO THE ACTUAL TEACHING ACT IN THE CLASSROOM. USE OF A COMMON FRAMEWORK OF INSTRUCTIONAL SKILLS AND USE OF THE SAME LABELS FOR THOSE SKILLS BY THE TEACHER AND SUPERVISOR PERMITS A LEVEL OF OBJECTIVITY NOT GENERALLY POSSIBLE WITH PAST SUPERVISORY PRACTICES.

THE SUCCESS OF THIS MODEL OF SUPERVISION IS DEPENDENT UPON CLEARLY DEFINED JOB EXPECTANCIES. I HAVE PREVIOUSLY MENTIONED THOSE EXPECTANCIES WE HOLD FOR TEACHERS. TO REINFORCE THEM, OUR TEACHER EVALUATION INSTRUMENT HAS BEEN REVISED TO REFLECT THAT EMPHASIS. PRINCIPALS AND ASSISTANT PRINCIPALS HAVE BEEN DESIGNATED AS INSTRUCTIONAL LEADERS IN THEIR BUILDINGS AND ARE EXPECTED TO BE ABLE TO EFFECTIVELY OBSERVE AND CONFERENCE WITH TEACHERS REGARDING THEIR APPLICATION OF INSTRUCTIONAL SKILLS IN THE CLASSROOM. IN A SIMILAR MANNER, THIS EXPECTANCY IS ALSO INCLUDED IN THE EVALUATION INSTRUMENT FOR PRINCIPALS.

WE HAVE BEEN INVOLVED WITH THESE MODELS OF TEACHING AND SUPERVISION FOR THE PAST SIX (6) YEARS. WHAT IMPACT HAS IT HAD?

RESPONSE FROM TEACHERS AND PRINCIPALS ABOUT THE VALUE OF THE PROGRAM HAS BEEN OVERWHELMINGLY POSITIVE, ALTHOUGH THERE WERE SOME "DOUBTERS" AT FIRST.

WHAT TANGIBLE RESULTS MIGHT BE OFFERED TO PROVE THE SUCCESS OF OUR EFFORTS? IN SHORT, WE CANNOT ESTABLISH A CAUSE/EFFECT RELATIONSHIP TO DEMONSTRATE THIS SUCCESS. WE CAN SAY, HOWEVER, THAT OVER THE 5 YEAR PERIOD, 1976-1981, OUR 5th GRADE STUDENTS AT OR ABOVE GRADE LEVEL IN READING, INCREASED FROM 42% to 60%. IN MATHEMATICS, THE INCREASE WAS FROM 32% to 76% OVER THE SAME TIME SPAN. SINCE OTHER EFFORTS WERE MADE, SUCH AS DEVELOPMENT OF SKILLS CONTINUA AND CRITERION REFERENCED TESTS IN MATHEMATICS AND READING, AND THE ESTABLISHMENT OF DISTRICT-WIDE AS WELL AS INDIVIDUAL SCHOOL MEASURABLE OBJECTIVES, IT WOULD BE IMPOSSIBLE TO SAY THAT THE PROGRAM FOR EFFECTIVE TEACHING ALONE MADE THE DIFFERENCE. AT THE SAME TIME, HOWEVER, ASK ANY TEACHER OR PRINCIPAL WHAT HAS BEEN THE MOST SIGNIFICANT POSITIVE EFFORT IN OUR SCHOOL SYSTEM OVER THE PAST 6 YEARS AND CHANCES ARE THEIR RESPONSE WOULD BE THE PROGRAM FOR EFFECTIVE TEACHING.

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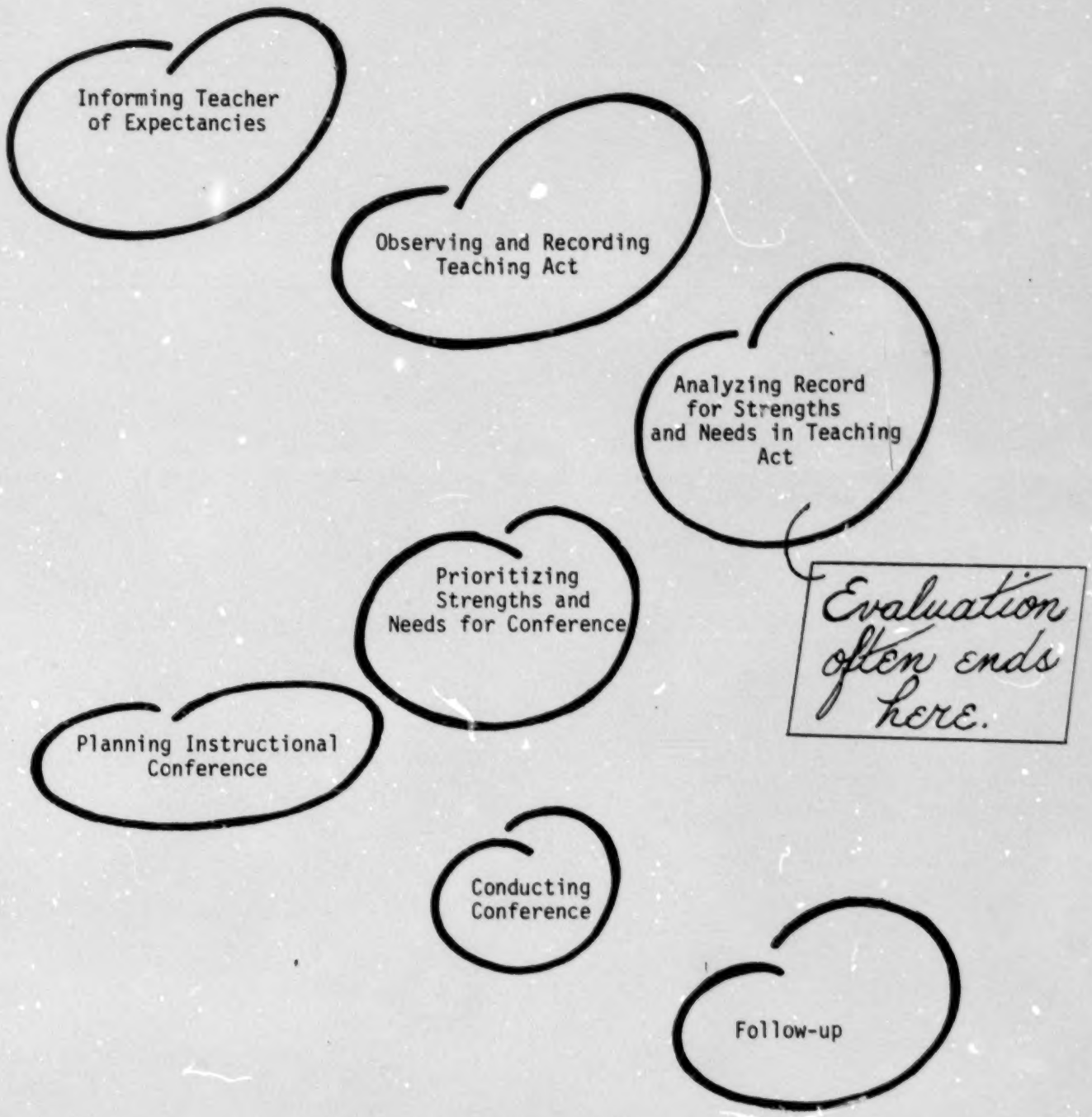
GOING TO EVALUATION OF INSTRUCTION

AND

BEYOND


Informing Teacher of Expectancies
Observing and Recording Teaching Act
Analyzing Record for Strengths and Needs in Teaching Act
Evaluation often ends here.
Prioritizing Strengths and Needs for Conference
Planning Instructional Conference
Conducting Conference
Follow-up

NEWPORT NEWS PUBLIC SCHOOLS

JOB EXPECTANCIES

TEACHER

Evaluatee _____

Position _____

School/Dept. _____

Date _____

In accordance with the evaluation timetable, a conference shall be held between the evaluator and evaluatee. The following job expectancies and performance standards shall be explicitly stated by the evaluator.

CODE FOR EVALUATION: S-Satisfactory, NI-Needs Improvement, U-Unsatisfactory, NA-Not Applicable

S-A satisfactory level of performance; NI-A level of performance which requires improvement; U-Unsatisfactory...Performance below that necessary to meet the requirements of the school system; N/A...Specific job expectancy not applicable.

Expectancies	Check			
	S	N	U	NA
I. Instructional Effectiveness				
A. Teaching to a Specific Objective				
1. Present questions which are relevant to the objective.				
2. Provide a clear, adequate explanation of the objective being taught.				
3. Employ relevant activities to reinforce the objective and/or provide for transfer of knowledge.				
4. Respond appropriately to the learner in terms of the learning.				
B. Providing for Individual Differences				
1. Use diagnostic information to select the objective to fit pupil's instructional level.				
2. Monitor the pupil's progress and adjust teaching procedures to fit the pupil's needs.				
3. Show evidence of raising the pupil's level of motivation to achieve.				
4. Other				
C. Providing Favorable Psychological Environment				
1. Establish an awareness of the objective being taught in each lesson.				
2. Generate relevant covert and overt behavior throughout the lesson.				
3. Summarize with the pupils the objective which has been taught.				
4. Involve pupils in planning and conducting class activities as appropriate.				
5. Other				
D. Humanizing Instruction				
1. Display a positive relationship with each pupil.				
2. Display sensitivity to pupils by listening to them and responding effectively to their feelings and needs.				
3. Gain and utilize information about the pupil and pupil's environment.				
4. Communicate effectively with parents.				
5. Other				
E. Knowledge of Content				
1. Demonstrate knowledge of subject matter.				
2. Present information accurately.				
3. Respond to the pupil's questions with accurate information.				
4. Keep abreast of new developments and utilize current materials.				
5. Other				
F. Using Appropriate Instructional Materials and Resources				
1. Provide a wide range of supplemental and instructional materials.				
2. Utilize audio-visual aids effectively when appropriate.				
3. Use the community as a resource when appropriate.				
4. Consult effectively with principals, supervisors and other school personnel.				
5. Other				
G. Evaluating Progress of Pupils				
1. Ensure that the pupil evaluation is based upon stated objectives.				
2. Assist each pupil in developing the ability to evaluate his/her own progress.				
3. Use a variety of evaluative techniques.				
4. Assess achievement separately in areas of instruction, work habits, attitudes, and group relationships.				
5. Utilize the evaluation of the pupil's progress to serve as feedback and to guide in planning the instructional process.				
6. Maintain complete legible records of the pupil's achievement.				

[over]

NEWPORT NEWS PUBLIC SCHOOLS

JOB EXPECTANCIES

PRINCIPALS AND ASSISTANT PRINCIPALS

Evaluatee _____
Position _____
School/Dept. _____
Date _____

In accordance with the evaluation timetable, a conference shall be held between the evaluator and evaluatee. The following job expectancies and performance standards shall be explicitly stated by the evaluator.

CODE FOR EVALUATION: S-Satisfactory, NI-Needs Improvement, U-Unsatisfactory, NA-Not Applicable

S-A satisfactory level of performance; NI-A level of performance which requires improvement; U-Unsatisfactory...Performance below that necessary to meet the requirements of the school system; N/A...Specific job expectancy not applicable.

Expectancies	Check			
	S	NI	U	NA
I. Instruction and Curriculum				
1. Keeps instruction and learning foremost in planning, making certain they are central to all school deliberations.				
2. Assesses needs of all staff and cooperatively works with them to provide appropriate inservice programs.				
3. Assists staff members in selecting appropriate and significant objectives for instructional improvement.				
4. Follows a planned program of classroom observation and conferencing for the purpose of evaluating instruction and giving constructive direction.				
5. Plans with consultants and/or supervisors for an improved instructional program.				
6. Assists and encourages teachers to adjust their educational program to individual pupil needs and abilities.				
7. Encourages teachers to use community resources in their instructional program.				
8. Assists teachers in providing a classroom atmosphere conducive to good learning situations.				
9. Supervises scheduling of pupils, teachers and courses.				
10. Assists teachers in developing satisfactory growth in basic skills for all pupils.				
11. Monitors the teacher's methods for evaluating pupils.				
12. Interprets division-wide curriculum/instructional goals and objectives to teachers, parents, pupils and community.				
13. Other				
II. Pupil Personnel				
1. Fulfills the responsibility for administering pupil attendance policies in the school.				
2. Ensures that school regulations concerning discipline are clear, consistent and well known to staff, pupils and parents.				
3. Maintains a respect for the individual in all disciplinary actions.				
4. Consults with and makes referrals to specialists in seeking to resolve persistent or severe pupil problems.				
5. Provides a system for efficient maintenance of pupil records.				
6. Fosters s school climate in which pupils can develop good citizenship and demonstrate leadership qualities.				
7. Encourages pupils to respect the rights, properties and opinions of others.				
8. Other				
III. Management				
A. Staff				
1. Accepts administrative decisions and works enthusiastically toward achieving system-wide goals.				
2. Exerts leadership and assists in developing philosophy, policy and curriculum within the school.				
3. Delegates responsibility and authority for maximum effectiveness and efficiency.				
4. Demonstrates initiative appropriate to the position.				
5. Is flexible in the approach to administrative decision-making.				
6. Is willing to make and give rationale for decisions.				
7. Involves staff and other personnel in the decision-making process.				
8. Accepts responsibility for the health and safety of pupils and personnel.				
9. Ensures proper communication and articulation: (a) within the school, (b) with other schools and/or departments of the school system.				
10. Develops and provides for a planned, on-going orientation program to introduce new staff members to school, school system and community.				
11. Promotes and facilitates effective working relationships among all school personnel.				
12. Establishes a process for the economical use of materials, supplies and equipment.				

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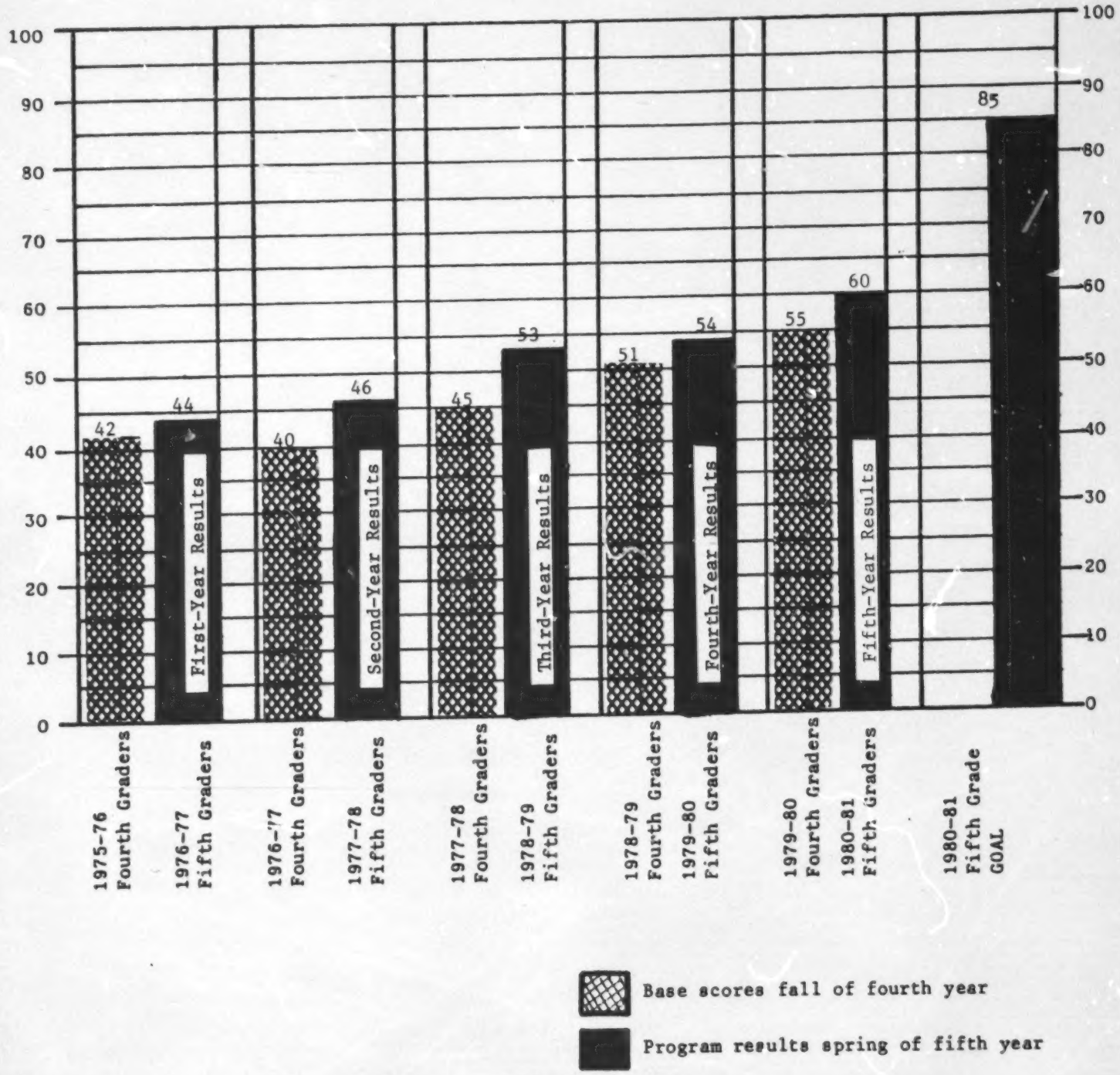
Department of Printing

Forward Through Basics

Results SRA Reading

Per Cent of Students At or Above Grade Level

SCHOOL Division

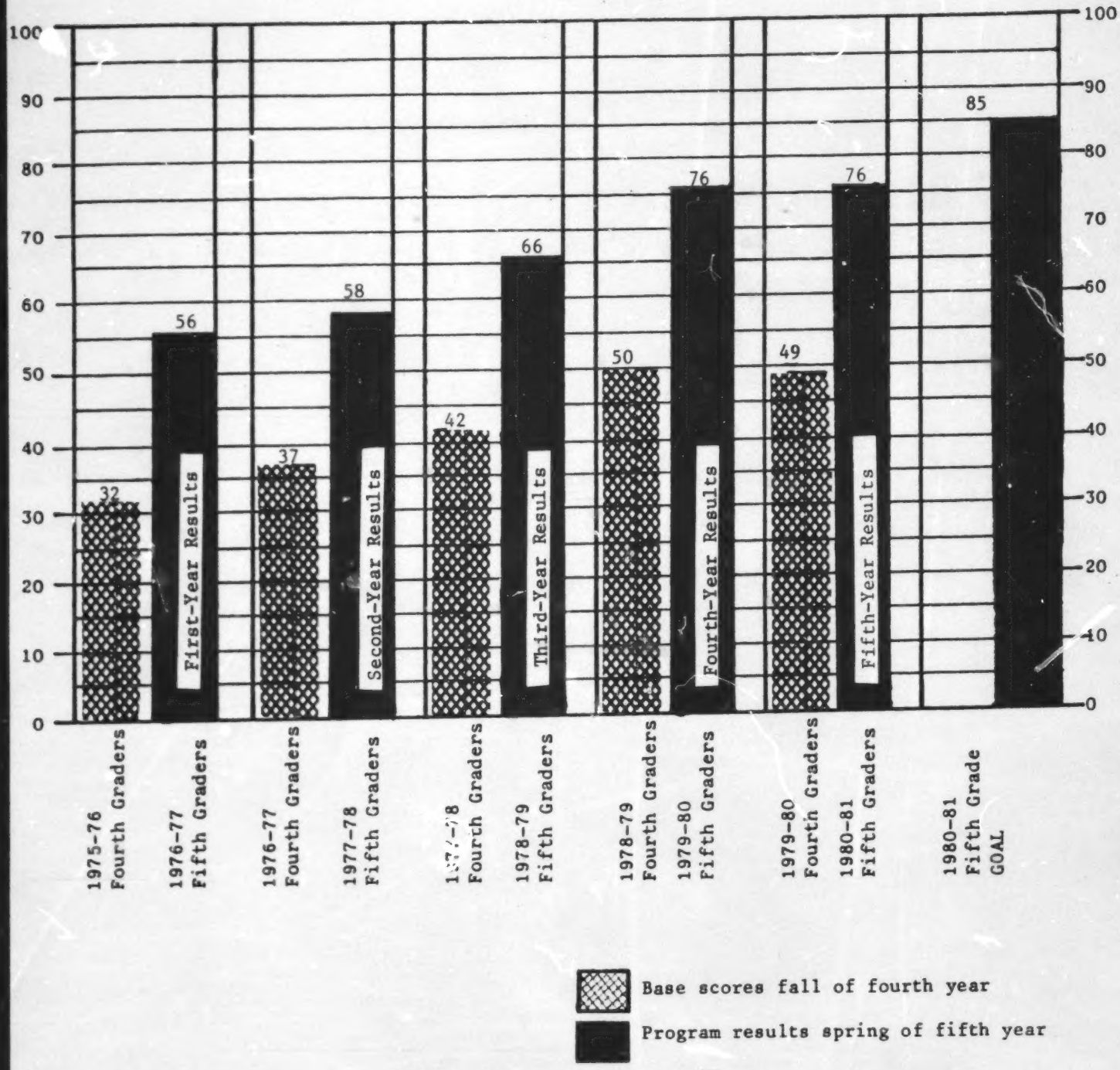


Forward Through Basics

Results SRA Math Computation

Per Cent of Students At or Above Grade Level

SCHOOL ___ Division ___



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CONTENT OF PROGRAM FOR EFFECTIVE TEACHING

48 Hours of Instruction Plus 5 Observed Practices
with Follow-up Instructional Conferences

The course emphasizes instructional skills. The objectives follow.

A. Can the teacher teach to an objective?
Can the teacher give a relevant explanation?
Can the teacher ask relevant questions?
Can the teacher provide relevant activities?
Can the teacher respond to the learner's efforts in relevant terms?

B. Can the teacher select the correct objective at the right level of difficulty?
Can the teacher use the process of task analysis to determine which objective the learner needs next?
    1. Can the teacher identify the terminal objective?
    2. Can the teacher use the process of brainstorming (individually or with others) to list possible en route learnings?
    3. Can the teacher select from the possible learnings only those essential to the terminal objective?
    4. Can the teacher sequence the en route learnings if there is a sequence necessary for the learner?
    5. Can the teacher form diagnostic questions from the en route learnings?

C. Can the teacher monitor the progress of the learner and make appropriate adjustments when necessary?
Can the teacher use the process of intervening diagnosis?
    1. Can the teacher generate overt behavior among all members of the class?
    2. Can the teacher interpret the overt behavior correctly?
    3. Can the teacher use the interpretation to decide appropriate action?

D. Can the teacher focus the learner's thinking on the objective at the beginning of the lesson and maintain that focus until the lesson's end?
    1. Anticipatory Set
        a. Can the teacher state the learning in specific terms?
        b. Can the teacher involve the learner(s)?
        c. Can the teacher relate the learning to experiences or the life of the learner(s)?
    2. Closure
        Can the teacher involve the learner(s) in summarizing the learning?
    3. Covert Behavior
        Can the teacher stimulate continuous and relevant covert behavior among all members of the class?
    4. Overt Behavior
        Can the teacher generate relevant overt behavior among all members of the class?

E. Can the teacher use, without abuse, the principles of learning?

1. Reinforcement
   a. Can the teacher use positive reinforcement effectively when needed as response to the learner?
   b. Can the teacher use negative reinforcement effectively when needed as response to the learner?
   c. Can the teacher use extinction effectively when needed as response to the learner?
   d. Can the teacher use the schedule of reinforcement appropriate to the situation; i.e., can the teacher use a regular schedule of reinforcement followed by an intermittent schedule of reinforcement?
2. Motivation
   a. Can the teacher appeal to the learner's interest?
   b. Can the teacher provide for success through teaching to an objective at the correct level of difficulty?
   c. Can the teacher consistently provide a moderately pleasant feeling tone?
   d. Can the teacher consistently provide a moderate amount of tension?
   e. Can the teacher consistently provide specific knowledge of results?
   f. Can the teacher consistently provide rewards related to the learning?
3. Retention
   a. Can the teacher provide meaning for and in the learning?
   b. Can the teacher consistently provide moderately pleasant feeling tone?
   c. Can the teacher provide an adequate amount of guided and independent practice?
   d. Can the teacher provide for an adequate degree of original learning?
   e. Can the teacher provide for positive transfer?
4. Transfer

   Can the teacher provide for transfer and avoid negative transfer through use of:
   - Similarity of learnings
   - Association of learnings
   - Critical elements in a learning
   - Degree of original learning

For further information, write to J. William Etheridge, director of staff development.